

Richard Carroll Elementary

142 McMillan St.
Bamberg, SC 29003

Grades	PK-5 Elementary School	
Enrollment	632 Students	
Principal	Johnnie Smith	803-245-3047
Superintendent	Phyllis K. Schwarting	803-245-3053
Board Chair	Dr. R. Dale Padgett	803-245-2433

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	19	72	13	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 18 out of 20 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes
2005	Average	Unsatisfactory	No
2006	Average	Below Average	No

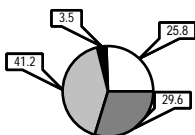
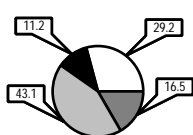
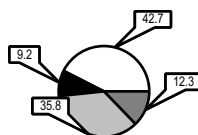
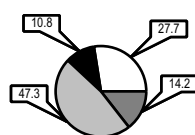
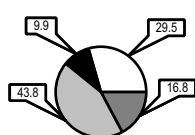
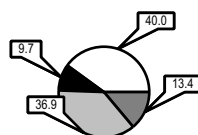
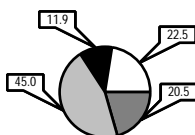
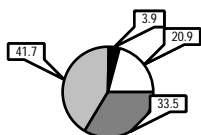
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	283	94.3	24.4	41.9	29.7	4.1	44.3	Yes	Yes
Gender									
Male	155	94.8	32.1	39.6	25.4	3.0	38.8	N/A	N/A
Female	128	93.8	15.2	44.6	34.8	5.4	50.9	N/A	N/A
Racial/Ethnic Group									
White	126	92.9	11.8	43.6	40.0	4.5	55.5	Yes	Yes
African American	153	96.1	35.3	41.4	21.1	2.3	33.8	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	218	99.5	19.9	40.8	35.3	4.0	50.7	N/A	N/A
Disabled	65	76.9	44.4	46.7	4.4	4.4	15.6	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	283	94.3	24.4	41.9	29.7	4.1	44.3	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	282	94.3	24.5	42.0	29.4	4.1	44.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	172	93.0	34.2	45.2	19.9	0.7	29.5	Yes	Yes
Full-pay meals	111	96.4	10.0	37.0	44.0	9.0	66.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	283	97.2	28.3	42.9	16.9	11.8	41.3	Yes	Yes
Gender									
Male	155	98.1	28.1	40.3	18.0	13.7	42.4	N/A	N/A
Female	128	96.1	28.7	46.1	15.7	9.6	40.0	N/A	N/A
Racial/Ethnic Group									
White	126	97.6	15.5	39.7	25.0	19.8	60.3	Yes	Yes
African American	153	97.4	40.0	45.9	9.6	4.4	24.4	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	218	99.5	21.9	44.8	19.4	13.9	48.3	N/A	N/A
Disabled	65	89.2	52.8	35.8	7.5	3.8	15.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	283	97.2	28.3	42.9	16.9	11.8	41.3	N/A	N/A
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	282	97.2	28.5	43.1	16.6	11.9	41.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	172	96.5	38.2	43.4	15.8	2.6	27.6	Yes	Yes
Full-pay meals	111	98.2	13.7	42.2	18.6	25.5	61.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	283	97.9	42.3	35.8	12.3	9.6	21.9
Gender							
Male	155	98.7	36.9	36.2	14.9	12.1	27.0
Female	128	96.9	48.7	35.3	9.2	6.7	16.0
Racial/Ethnic Group							
White	126	98.4	24.4	42.9	16.8	16.0	32.8
African American	153	98.0	58.7	29.0	8.0	4.3	12.3
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	218	99.5	34.3	40.8	13.9	10.9	24.9
Disabled	65	92.3	69.5	18.6	6.8	5.1	11.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	283	97.9	42.3	35.8	12.3	9.6	21.9
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	282	97.9	42.5	35.5	12.4	9.7	22.0
Socio-Economic Status							
Subsidized meals	172	97.1	53.8	35.3	7.7	3.2	10.9
Full-pay meals	111	99.1	25.0	36.5	19.2	19.2	38.5

Social Studies							
All Students	283	97.9	27.3	47.3	14.2	11.2	25.4
Gender							
Male	155	98.7	24.8	45.4	16.3	13.5	29.8
Female	128	96.9	30.3	49.6	11.8	8.4	20.2
Racial/Ethnic Group							
White	126	98.4	19.3	45.4	15.1	20.2	35.3
African American	153	98.0	34.8	48.6	13.8	2.9	16.7
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	218	99.5	19.4	51.7	15.4	13.4	28.9
Disabled	65	92.3	54.2	32.2	10.2	3.4	13.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	283	97.9	27.3	47.3	14.2	11.2	25.4
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	282	97.9	27.4	47.1	14.3	11.2	25.5
Socio-Economic Status							
Subsidized meals	172	97.1	35.9	49.4	10.3	4.5	14.7
Full-pay meals	111	99.1	14.4	44.2	20.2	21.2	41.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	101	98.0	18.9	46.7	31.1	3.3	34.4
	4	93	100.0	26.4	50.6	20.7	2.3	23.0
	5	94	100.0	19.6	50.0	27.2	3.3	30.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	86	96.5	19.7	40.8	31.6	7.9	39.5
	4	104	90.4	28.4	42.0	28.4	1.1	29.5
	5	93	96.8	24.4	42.7	29.3	3.7	32.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	101	99.0	25.3	56.0	15.4	3.3	18.7
	4	93	100.0	24.1	42.5	25.3	8.0	33.3
	5	94	100.0	34.8	43.5	15.2	6.5	21.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	86	100.0	26.6	48.1	16.5	8.9	25.3
	4	104	94.2	26.1	43.5	17.4	13.0	30.4
	5	93	97.8	32.5	37.3	16.9	13.3	30.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	101	99.0	49.5	34.1	14.3	2.2	16.5
	4	93	100.0	46.0	35.6	12.6	5.7	18.4
	5	94	100.0	45.7	32.6	13.0	8.7	21.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	86	100.0	41.8	39.2	11.4	7.6	19.0
	4	104	94.2	44.8	33.3	13.5	8.3	21.9
	5	93	100.0	40.0	35.3	11.8	12.9	24.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	101	99.0	45.1	37.4	11.0	6.6	17.6
	4	93	100.0	28.7	44.8	21.8	4.6	26.4
	5	94	100.0	40.2	42.4	12.0	5.4	17.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	86	100.0	21.5	55.7	16.5	6.3	22.8
	4	104	94.2	28.1	42.7	12.5	16.7	29.2
	5	93	100.0	31.8	44.7	14.1	9.4	23.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 632)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.6%	Down from 4.9%	3.2%	2.8%
Attendance rate	96.1%	Down from 96.4%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.6%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	2.1%	Down from 2.4%	0.0%	0.0%
Eligible for gifted and talented	8.0%	Down from 9.4%	9.8%	10.4%
On academic plans	49.7%	N/AV	39.2%	33.6%
On academic probation	0.0%	N/AV	1.3%	1.0%
With disabilities other than speech	7.3%	Up from 4.9%	8.2%	7.5%
Older than usual for grade	1.9%	Down from 2.1%	1.0%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	No change	0.0%	0.0%
Teachers (n= 48)				
Teachers with advanced degrees	60.4%	Down from 63.3%	53.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	13.2%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	2.1%	Down from 4.1%	0.0%	0.0%
Teachers returning from previous year	87.8%	Up from 84.3%	87.3%	87.3%
Teacher attendance rate	93.4%	Down from 93.6%	94.9%	94.9%
Average teacher salary	\$42,175	Up 0.3%	\$42,375	\$42,485
Prof. development days/teacher	16.4 days	Up from 12.8 days	14.1 days	13.3 days
School				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	17.0 to 1	Up from 15.6 to 1	18.3 to 1	18.6 to 1
Prime instructional time	87.0%	Down from 87.6%	89.4%	89.7%
Dollars spent per pupil*	\$7,364	Up 6.7%	\$6,344	\$6,557
Percent of expenditures for teacher salaries*	67.2%	Up from 62.9%	64.4%	64.0%
Percent of expenditures for instruction*	73.0%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	70.8%	Down from 77.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Average	Up from Below Average	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Exciting things are happening at Richard Carroll Elementary School as it continues toward its goal of preparing students to be productive citizens in a complex society. Teachers and administrators establish high standards for themselves and their students and provide a comprehensive curriculum that incorporates the knowledge and skills necessary to ensure success.

Professional development for the faculty, staff, and administrators is a continuous process at RCES. Conferences, workshops, study groups and bimonthly grade level or cross-grade level meetings expose teachers, staff members and the administration to best practices and current educational philosophies and allow for the professional exchange of ideas.

Teachers and literacy coaches continue to use test results from Stanford 10, Dominie and PACT to identify students' strengths and weaknesses. The use of this data to individualize the curriculum, plus the change in delivery of instruction that is a direct result of the Reading First Initiative and the SCRI, has led to significant gains in reading and writing.

Our teachers have worked closely this year with a newly hired district science coordinator. Their collaborative efforts have ensured that the science curriculum is aligned with the state standards. The coordinator has demonstrated to our teachers creative instructional ideas and methods to promote students' success in science.

Character education lessons were embedded in all areas of the curriculum at RCES this year. As a result of this effort, our students have become better decision makers.

An open house was held each grading period during the school year to increase communication between the school and the home. Parent/teacher conferences were held to discuss student performance on some open house nights. Other open house nights were used as family nights at which time teachers demonstrated to parents appropriate methods to reinforce learning in the home environment.

We are confident that our efforts to improve instruction, increase parental involvement and emphasize character education will increase student performance, and that increase will be reflected on our school report card rating.

Johnny Smith, Principal

Brab McCully, Chairman of SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	83	51
Percent satisfied with learning environment	97.3%	81.3%	85.7%
Percent satisfied with social and physical environment	86.8%	74.7%	85.7%
Percent satisfied with school-home relations	81.1%	81.7%	74.0%

*Only students at the highest elementary school grade level at this school and their parents were included.